

Our Experience with CPAA -Plano ISD

Children's Progress Academic Assessment



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 @TX_MAP_Conf
#2015MAPUSERSCONFERENCE

CPAA- Children's Progress Academic Assessment

District Requirement

- Designed at Columbia University and MIT
- Acquired by NWEA
- Designed to be used as a teaching tool
- Includes instructional scaffolding (targeted support)
- Reports provide skill-specific next steps for each child and classroom
- Math and Literacy
- English or Spanish
- Prekindergarten

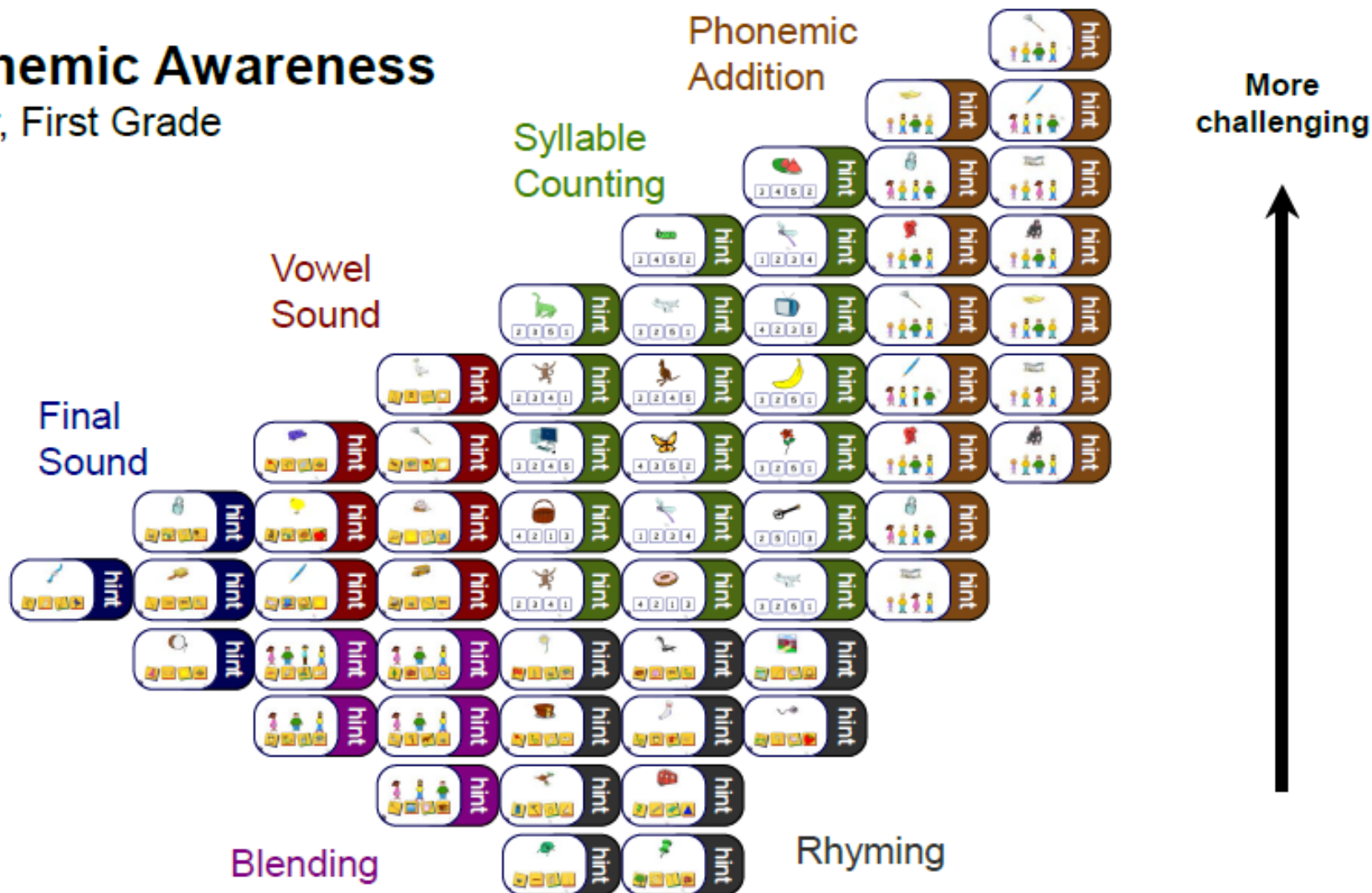
The purpose of this assessment is to identify what a child is currently able to do and what they are ready to learn.

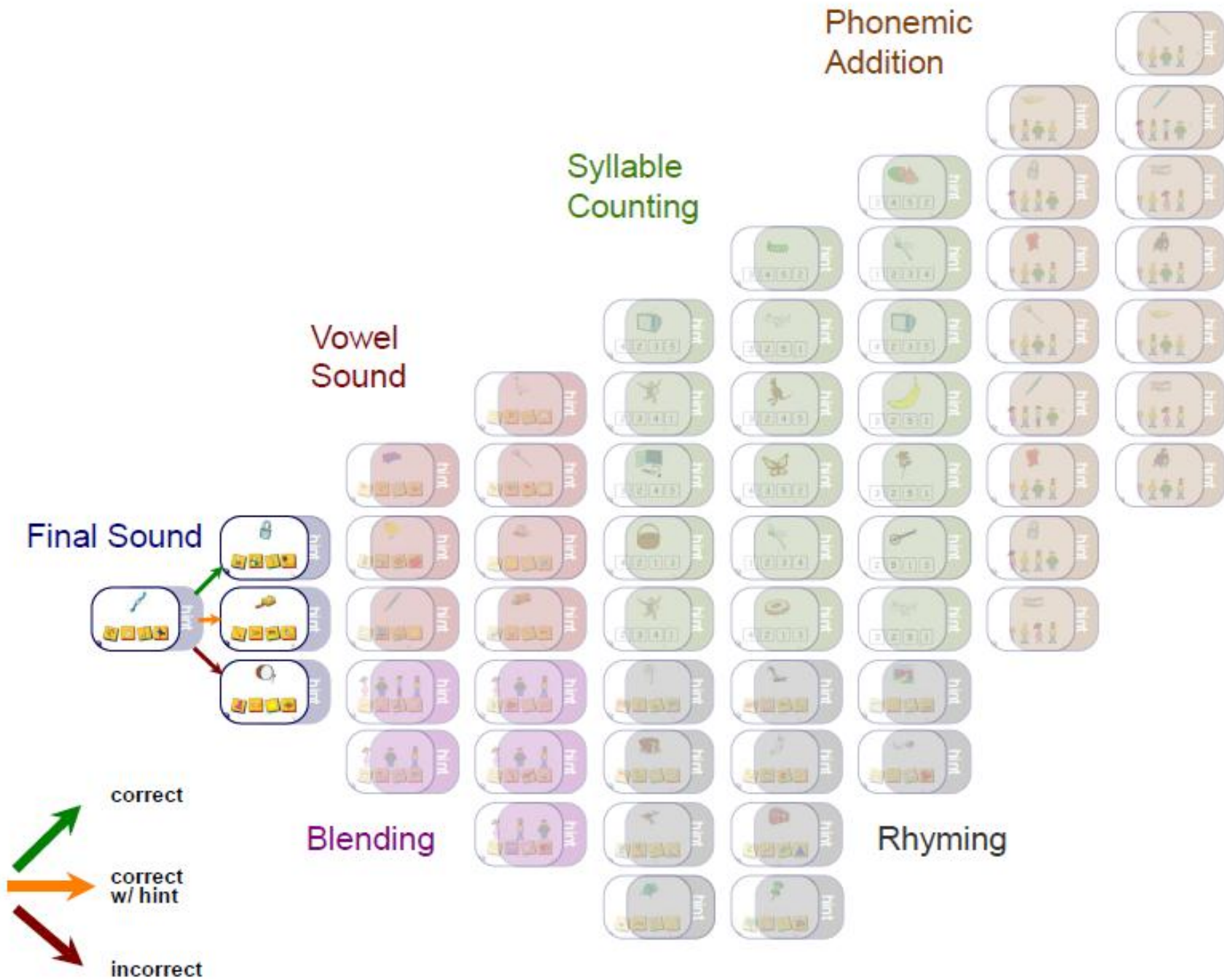
The expectation of performance on CPAA is based on the Texas Pre-Kindergarten Standards. There are three seasonal item banks with increasing expectations.

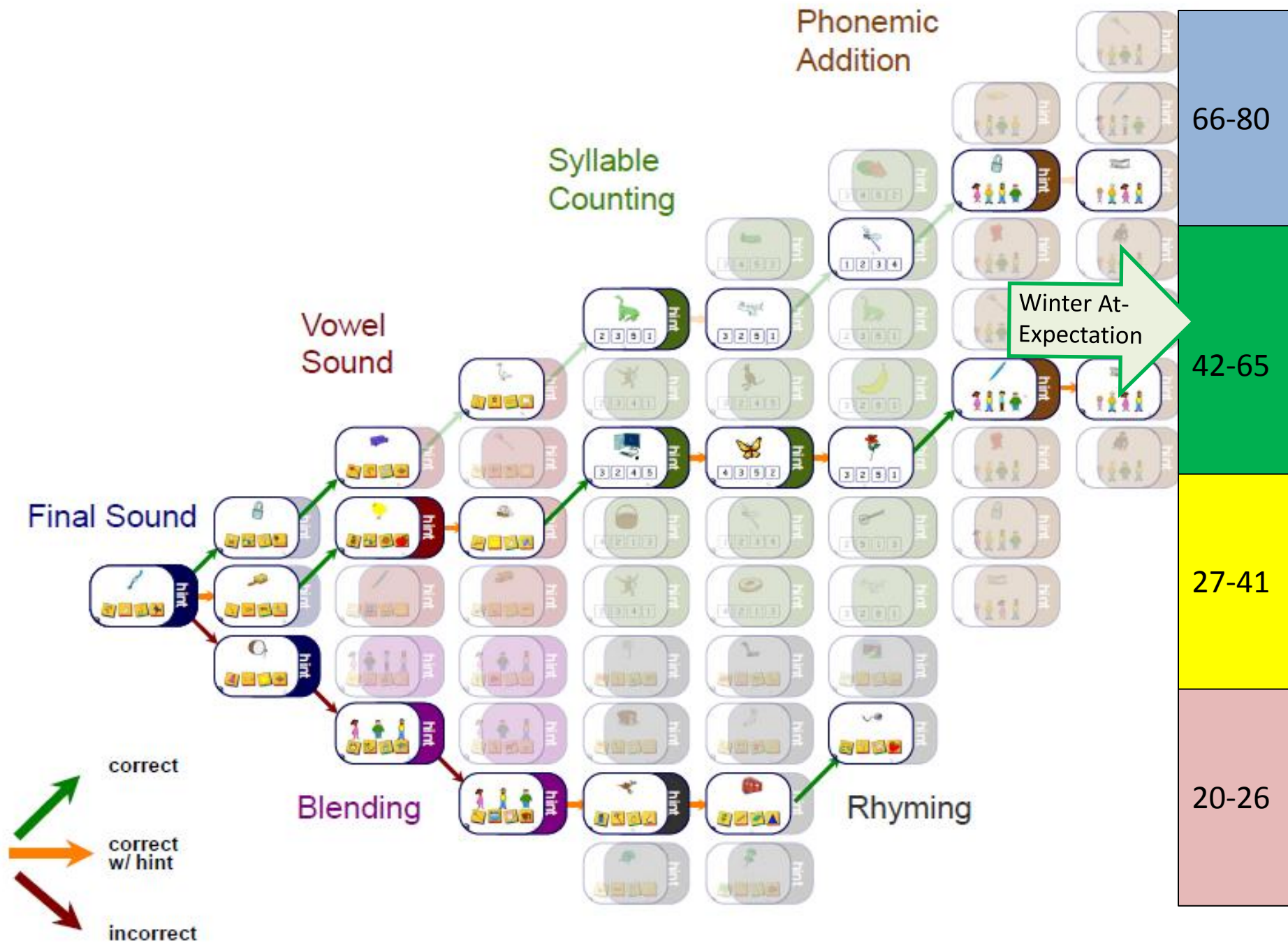
Adaptive Structure

Phonemic Awareness

Winter, First Grade







HOW WE PREPARED FOR OUR FIRST CPAA ADMINISTRATION

Preparation

August

- NWEA product demonstration to staff.

September

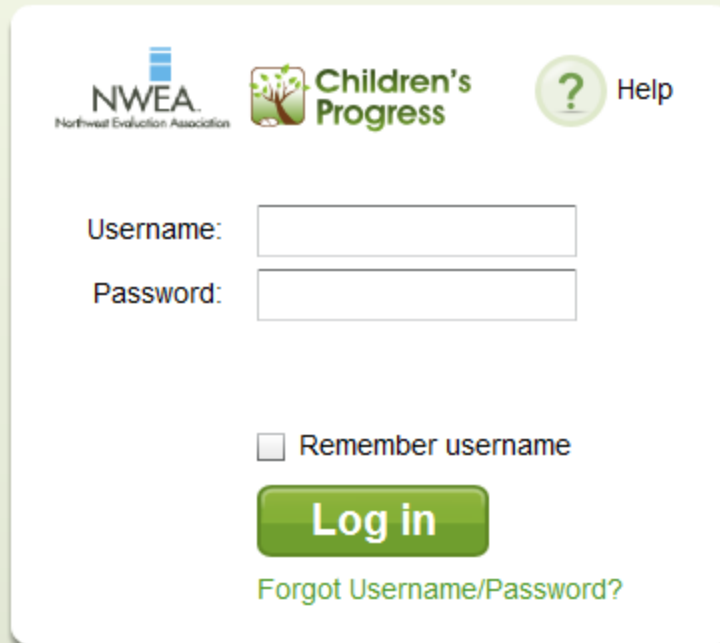
- Student rosters sent to NWEA.
- Individual campus trainings with the assessment department.
- Setup website with available resources for teachers.
- Websites for kids to practice using the mouse.
- Teacher passwords made available.

October

- Teachers review a checklist before the test window to make sure they are prepared.
- Trial run of a test event to check the technology.
- Test window begins.

**OUR EXPERIENCE ADMINISTERING
CPAA**

Administering an Assessment



The login form is a white rounded rectangle centered on a light green background. At the top left is the NWEA logo (Northwest Evaluation Association) with a blue square icon. To its right is the 'Children's Progress' logo featuring a green tree icon. Further right is a circular help icon with a question mark and the word 'Help'. Below the logos are two input fields: 'Username:' and 'Password:'. Under the password field is a checkbox labeled 'Remember username'. A large green 'Log in' button is positioned below the checkbox. At the bottom of the form is a green link that says 'Forgot Username/Password?'.

NWEA
Northwest Evaluation Association

Children's Progress

Help

Username:

Password:

☐ Remember username

Log in

[Forgot Username/Password?](#)

Looking for reports? Click [here](#) to find them in your online reports site.

Children's Progress - CPAA (Web) - Version 3.3.1

Administering an Assessment

Welcome



1 Select a class

Isaacs Amy Smith

2 Select a student

Sort by first name

Jane Adams

John Sessions

Taylor Jones

Lisa Michaels

Sam Stone

3 Select an assessment

Select another assessment



PK Winter CPAA



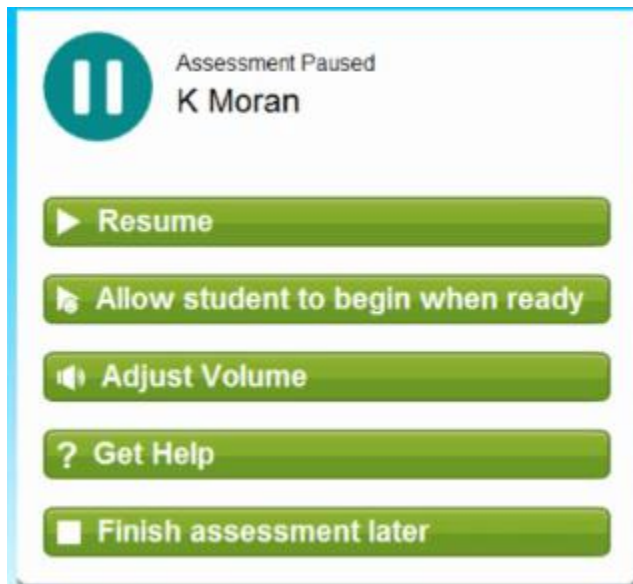
PK Winter CPAA - SPAN

Mouse Practice



During Administration

- Remind students that they are not expected to know every answer.
- Pause at any time by clicking esc.



Ways to Administer



Video of Kids Testing

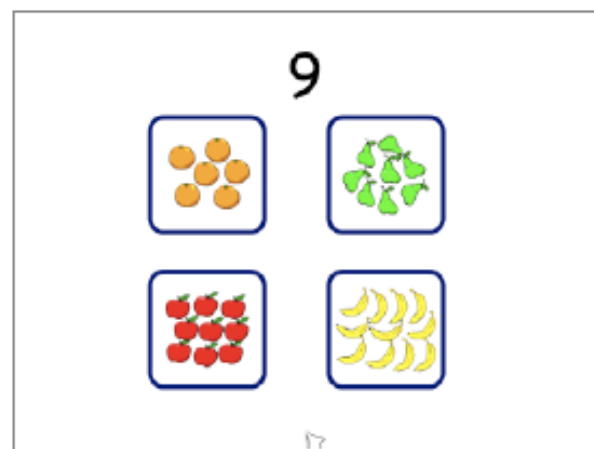
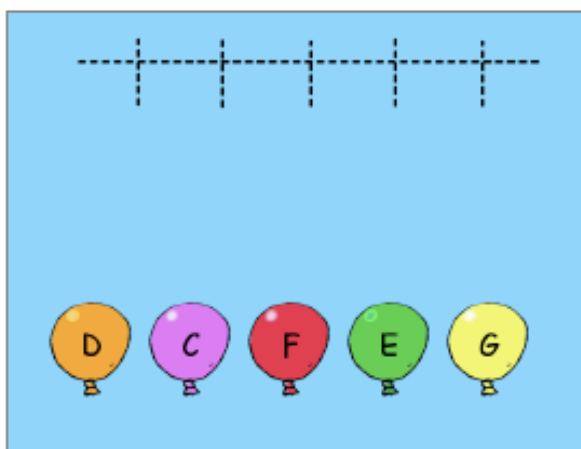
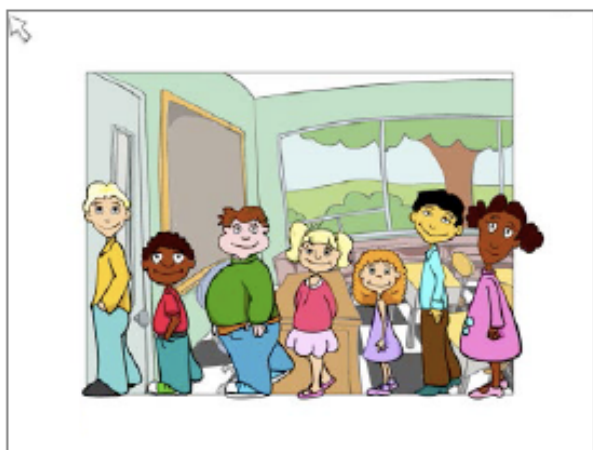
What We Have Learned

- Have a checklist of steps for teachers to take before test day.
- Use a headphone splitter to allow teachers to check the sound.
- To keep the student engaged, you can pause the test as often as necessary and resume testing later.
- If a kid does not click for a while, it will ask, “Ready to Go?”
- Blue arrow to hear the question again.
- You can administer math and reading separately, but it reports differently.
- An individual student takes about 15 minutes to complete the entire test both math and literacy.

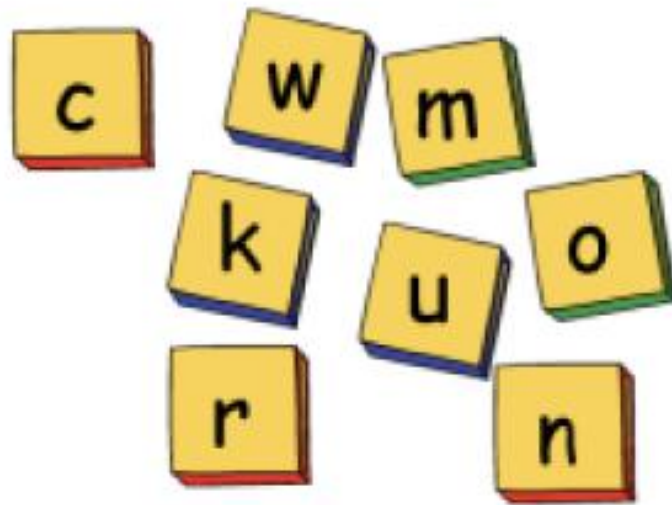
The Student's Experience



Assessment Look & Feel







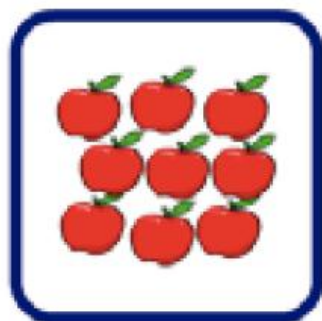
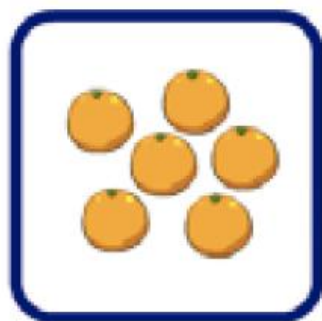
Mike has a tree house.







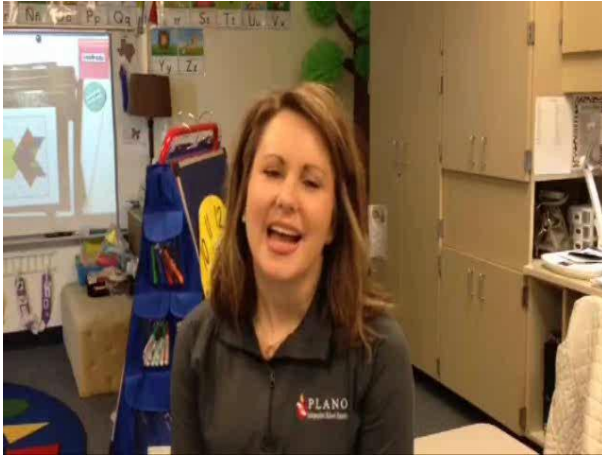
9



Feedback from Teachers

- Process of testing-less stressful and less time consuming
- Nervous about the “high” results
- The unknown on how to use the data
- Some children have no experience with a mouse, plan accordingly next year
- AM/PM rosters split on CPAA

More Teacher Feedback



Shelli Stutzman



Cassidi Beracochea







Sharon Latimer

**OUR EXPERIENCE WITH REPORTS
AVAILABLE TO GUIDE INSTRUCTION**

Scoring Legend

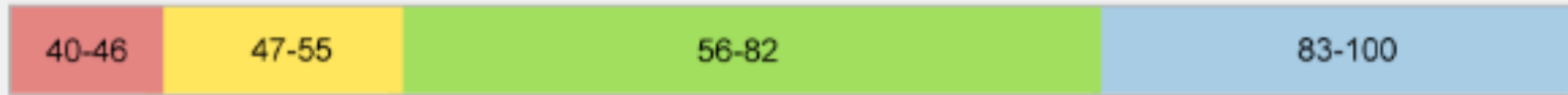


-  Above Expectation
-  At Expectation
-  Approaching Expectation
-  Below Expectation

Class Reports- Class Roll

CPAA Spring Scale

☐ Show full-year scale



Literacy - Concept Scores Per Student

Score scale 40 - 100



Students	Listening	Reading	Phonics/Writing	Phonemic Awareness
Bishop, Richard	69	2	55	55
Browning, Sawyer	52	4	55	55
Chapman, Leah	45	15	52	66
Dillon, Carrie	82	15	100	91
Garner, Vivian	88	33	100	82
Juarez, Tara	75	33	100	66
Perez, Armando	75	33	100	77
Roberts, Naomi	69	33	100	82
Robertson, Troy	88	33	55	66
Rocha, Alexander	82	42	82	66
Rollins, Samantha	69	42	100	82
Walter, Clarke	88	42	100	66

Individual Reports- Report Card

CPAA Fall Scale

☐ Show full-year scale



■ Below Expectation
 ■ Approaching Expectation
 ■ At Expectation
 ■ Above Expectation

Literacy - Student's Concept Scores

Score scale 0 - 60

Concept	Graph	Level	Score	Class Avg.
Listening	<div style="width: 48%; background-color: green;"></div>	At Expectation	29	30.6
Reading	<div style="width: 55%; background-color: green;"></div>	At Expectation	33	31.9
Phonics/Writing	<div style="width: 70%; background-color: green;"></div>	At Expectation	42	43.4
Phonemic Awareness	<div style="width: 25%; background-color: yellow;"></div>	Approaching Expectation	15	30.9

Mathematics - Student's Concept Scores

Score scale 0 - 60

Concept	Graph	Level	Score	Class Avg.
Measurement	<div style="width: 48%; background-color: green;"></div>	At Expectation	29	30.4
Numeracy	<div style="width: 48%; background-color: green;"></div>	At Expectation	29	37.5
Patterns/Functions	<div style="width: 85%; background-color: blue;"></div>	Above Expectation	51	22.4

Individual Reports-Full Report

Literacy

Listening

Reading

Phonics/Writing

Phonemic Awareness

Listening

Approaching Expectation

During the initial section for listening skills, **Lewis** understood and followed a one-step oral direction. He then listened to a story about 100 words long. **Lewis** correctly made a basic inference from the story. Next, he recalled a moderate detail from the story when provided with a hint.

- ✓ Correct answer
- ✓ Correct answer with hint
- ✗ Incorrect answer

Listening Comprehension - Major Points

Lewis	was able to:	End of Year Objective:	Recommended Activities:
	Lewis correctly made a basic inference from the story.	Lewis should show understanding by responding appropriately (TX Prekindergarten Guideline - II.A.1).	Story Versions
✓	What do you think was John's birthday present?		
✗	What was this story mainly about?		
✓	Who was this story about?		

Listening Skills

		Recommended
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Class Reports-Activities

Literacy - Recommended Activities

Listening

Reading

Phonics/Writing

Phonemic Awareness

Listening Skills

Challenging Put Your Hand in the Air
(7)

Instructional Wiggle Your Nose, Touch
Your Toes (5)

Supportive Repetition Game (0)

Listening Comprehension - Major Points

Challenging Story Versions (9)

Instructional Problem Pictures (3)

Supportive Let's Find Out (0)

Listening Comprehension - Recall

Fact/Detail

Challenging Who and Where (10)

Instructional Visualizing (0)

Supportive Listen Carefully (2)

Put Your Hand in the Air

Listening Skills Challenging Activity: Make up a song that requires students to listen to verbal instructions. For example, "Put your right hand in the air, in the air. Put your left hand on your nose, on your nose. Put your right hand in the air and your left hand on your nose if you're ready to listen carefully." A song like this will help focus the class's attention and encourage the students to listen to the instructions.

Recommended Participants

Andrew Kiang

Olivia Geng

Junxi Xu

Ashtin Lay

Jonathan Sun

Kathy Chen

Jessica Hu

How Teachers are Using the Data

- Teaching window is smaller between testing periods (changing next year)
- RTI
- Teachers would like more CPAA RTI lessons; given number of activities are not consistent in all areas
- Differentiated small groups
- Fluid small groups
- “A Whole New World”

OUR EXPERIENCE TALKING TO PARENTS ABOUT CPAA

Individual Reports- Parent Report

Children's Progress Parent Report

Leah Chapman

PK Spring

Leah's Progress Summary



Leah Chapman's Report - PK Spring

Student: Leah Chapman

Proctor: None

Assessment: PK Spring CPAA

Date and Time: 06/08/13 7:41am

Literacy

Listening

During the initial section for listening skills, Leah correctly understood and followed a one-step oral direction. Next, she required a hint in order to identify the setting of the story.

Reading

Next, she answered some questions about the parts of a book. Leah picked out the back cover and title of a book after hints. In the section on print concepts, she distinguished a word from a letter, number, and picture when provided with a hint.

Phonics/Writing

Leah was asked to find some letters. She correctly identified 1 of 3 letters on the first try.

Phonemic Awareness

Leah correctly identified the initial sound of a word. Next, she required a follow-up screen to blend three sounds, including a short-vowel sound (e.g., the /a/ in cat), into a whole word.

Mathematics

Measurement

Leah began with some shape identification questions. She needed a hint in order to match an object to its geometric shape. When asked to compare items, Leah correctly identified the tallest or shortest object within a group of items.

Numeracy

Leah identified the ordinal position (e.g., first, second, etc.) of one of the first five objects in a set without assistance. When asked a basic correct order question, she identified the number following a target number under 10 without assistance.

Patterns/Functions

Leah picked out the object that differed from other members of the group without assistance.

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Children's Progress Parent Report

Leah Chapman

PK Spring

Recommended Parent Activities



Leah Chapman's Report - PK Spring

Student: Leah Chapman

Proctor: None

Assessment: PK Spring CPAA

Date and Time: 06/08/13 7:41am

Literacy > Listening

What Do You Hear?

Individual Reports- Full Report



Ethan Jones'

PK Fall

Report

Student: Ethan Jones

Proctor:

Assessment Date: 12/04/14

Assessment: PK Fall CPAA

Literacy

Listening

Below Expectation

During the initial section for listening skills, Ethan understood and followed a one-step oral direction. He then listened to a story about 100 words long. Ethan correctly made a basic inference from the story.

Reading

Approaching Expectation

Ethan picked out his first name from a few distractors. Next, he was asked some questions about parts of a book. Ethan correctly identified the direction of text in a book. In the section on print, he was not able to distinguish a word from a letter and number, even with assistance.

Phonics/Writing

At Expectation

Ethan was asked to find some letters. He identified 2 of 3 letters on the first try.

Phonemic Awareness

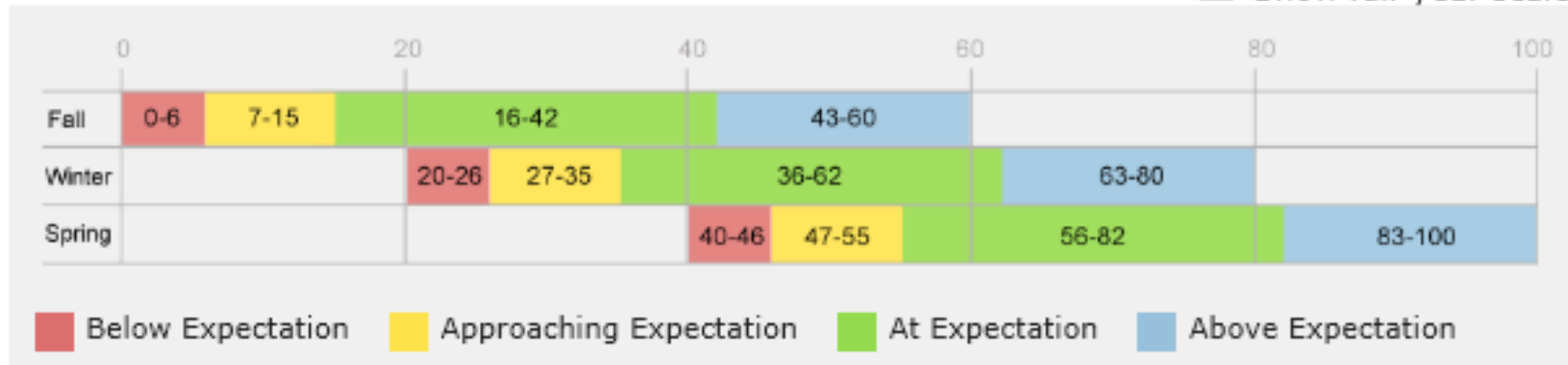
Below Expectation

When provided assistance, Ethan matched two words with the same initial letter sound. Next, he was not

Individual Reports- Progress

CPAA Full Year Scale

☒ Show full-year scale

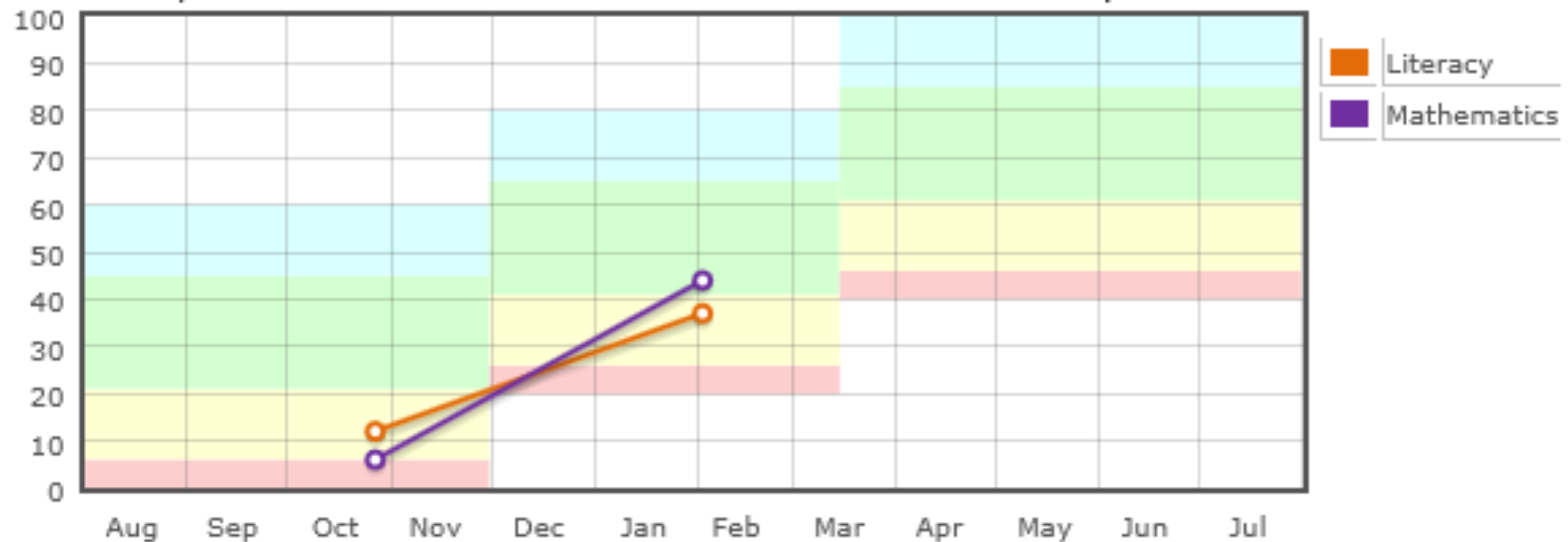


Subject scores for the selected year

☒ Literacy

☒ Mathematics

☒ Show Expectation Levels

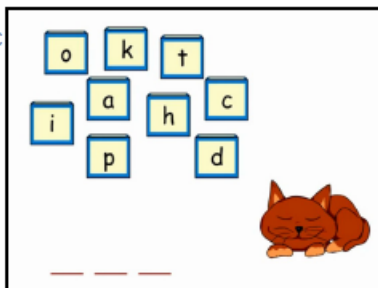


What will my child experience in the CPAA program?

How does CPAA work?

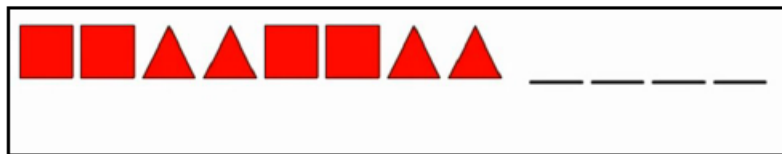
The Children's Progress Academic Assessment is a child friendly, computer-adaptive assessment designed to support the unique developmental needs of our youngest learners. CPAA adjusts to your child's level of performance, question by question.

The program adapts in difficulty as the test progresses to present content that is an appropriate challenge to the student without being frustrating. When a question is answered incorrectly, the system provides targeted hints to help pinpoint the exact nature of any student misunderstanding.



The program consists of three seasonal item banks presented to students at different times of year. These seasonal item banks increase in difficulty as the year progresses, providing an appropriate increase in challenge to students as their skills and knowledge develop. The items align to the state standards allowing teachers to pinpoint specific student needs.

The design of the program mirrors the 1:1 student-teacher interactions through targeted support for struggling students. CPAA includes built-in parent reports and activities to extend classroom learning to the home.



What will my child experience in taking CPAA?

CPAA offers lively graphics and visuals to maintain student engagement. There is a Spanish-Language version of CPAA available to support English Language Learners. The program begins with a short practice session that familiarizes students with using the mouse. Students are asked to use the mouse to click on a balloon and watch

it pop. From there, the assessment begins with a series of language arts and mathematics questions. Students receive immediate feedback after each question much like a one on one teacher interaction. When a student misses a question they receive scaffolded support with a simpler question. For example, if the student is unable to identify the letter "M" in a group of 9 letters, they may be asked to identify the letter in a group of only 4 letters.

The assessment is adaptive in nature. This means that if the student demonstrates understanding of a certain skill, the level of difficulty of the questions presented will adjust to provide an appropriate challenge to the student. Unlike a fixed-form test, this assessment creates an experience that is designed to meet the needs of each student individually. In this way, CPAA can accurately estimate a student's achievement regardless of their level of performance.

The assessment is untimed and students are free to pace themselves in completion of the questions. On average, students take 20-30 minutes to complete both the reading and the math sections. The teacher may choose to have students complete both sections together or separately depending on the needs of each individual child. Students can take breaks as needed throughout the assessment.

OUR RESULTS

District Report Card

CPAA Winter Scale

☐ Show full-year scale



■ Below Expectation
 ■ Approaching Expectation
 ■ At Expectation
 ■ Above Expectation

Literacy - Grade's Concept Scores

Score scale 20 - 80

Concept	Graph	Level	District Avg.
Listening	<div><div></div></div>	At Expectation	53.4
Reading	<div><div></div></div>	At Expectation	58.5
Phonics/Writing	<div><div></div></div>	Above Expectation	64.8
Phonemic Awareness	<div><div></div></div>	At Expectation	55.8

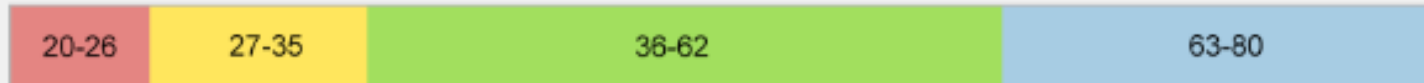
Literacy - Student Distribution for Grade Average

Concept	Below Exp.	Approaching Exp.	At Exp.	Above Exp.
Listening	71	119	320	261
Reading	45	84	327	308
Phonics/Writing	45	102	183	428
Phonemic Awareness	40	63	417	223

District Report Card

CPAA Winter Scale

☐ Show full-year scale



■ Below Expectation ■ Approaching Expectation ■ At Expectation ■ Above Expectation

Mathematics - Grade's Concept Scores

Score scale 20 - 80















Concept	Graph	Level	District Avg.
Measurement	<div><div></div></div>	At Expectation	55.6
Numeracy	<div><div></div></div>	At Expectation	57.3
Patterns/Functions	<div><div></div></div>	At Expectation	57.3

Mathematics - Student Distribution for Grade Average







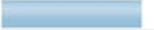







Concept	Below Exp.	Approaching Exp.	At Exp.	Above Exp.
Measurement	46	87	439	148
Numeracy	57	68	377	212
Patterns/Functions	56	140	285	230

District Progress Report

Literacy - Grade's Concept Scores over Multiple Assessments

Assessment	Graph	Level	Last Taken	Complete	District Avg.
Listening					
🍁 PK Fall		At Expectation	01/15/15	808	29.8
🍁 PK Fall CPAA - SPAN		Above Expectation	11/12/14	379	42.8
🍁 PK Fall LIT		At Expectation	10/15/14	29	31.9
🍁 PK Fall CPAA-SPAN Lit		Above Expectation	10/27/14	2	54.5
❄️ PK Winter LIT		At Expectation	02/03/15	1	55
❄️ PK Winter CPAA - SPAN		At Expectation	02/09/15	336	59.5
❄️ PK Winter		At Expectation	02/09/15	715	53.4
Reading					
🍁 PK Fall		At Expectation	01/15/15	808	33.7
🍁 PK Fall CPAA - SPAN		Above Expectation	11/12/14	379	42.7
🍁 PK Fall LIT		At Expectation	10/15/14	29	37.5
🍁 PK Fall CPAA-SPAN Lit		Above Expectation	10/27/14	2	49.5
❄️ PK Winter LIT		Above Expectation	02/03/15	1	80
❄️ PK Winter CPAA - SPAN		Above Expectation	02/09/15	336	66.1
❄️ PK Winter		At Expectation	02/09/15	715	58.5

District Progress Report

Phonics/Writing					
🍁 PK Fall		At Expectation	01/15/15	808	38.6
🍁 PK Fall CPAA - SPAN		At Expectation	11/12/14	379	38.8
🍁 PK Fall LIT		At Expectation	10/15/14	29	34.4
🍁 PK Fall CPAA- SPAN Lit		Above Expectation	10/27/14	2	60
❄️ PK Winter LIT		Approaching Expectation	02/03/15	1	35
❄️ PK Winter CPAA - SPAN		Above Expectation	02/09/15	336	66.3
❄️ PK Winter		Above Expectation	02/09/15	715	64.8
Phonemic Awareness					
🍁 PK Fall		At Expectation	01/15/15	808	30.5
🍁 PK Fall CPAA - SPAN		At Expectation	11/12/14	379	34.1
🍁 PK Fall LIT		At Expectation	10/15/14	29	27
🍁 PK Fall CPAA- SPAN Lit		Above Expectation	10/27/14	2	48
❄️ PK Winter LIT		Above Expectation	02/03/15	1	80
❄️ PK Winter CPAA - SPAN		At Expectation	02/09/15	336	50.4
❄️ PK Winter		At Expectation	02/09/15	715	55.8

Mathematics - Grade's Concept Scores over Multiple Assessments

Assessment	Graph	Level	Last Taken	Complete	District Avg.
Measurement					
🍁 PK Fall		At Expectation	01/15/15	808	33
🍁 PK Fall CPAA - SPAN		Above Expectation	11/12/14	379	47
🍁 PK Fall MATH		At Expectation	10/27/14	31	34.4
🍁 PK Fall CPAA-SPAN Math		Above Expectation	10/27/14	1	60
❄️ PK Winter MATH		Approaching Expectation	02/05/15	0	35
❄️ PK Winter CPAA - SPAN		Above Expectation	02/09/15	336	64.9
❄️ PK Winter		At Expectation	02/09/15	715	55.6
Numeracy					
🍁 PK Fall		At Expectation	01/15/15	808	36
🍁 PK Fall CPAA - SPAN		At Expectation	11/12/14	379	32.4
🍁 PK Fall MATH		At Expectation	10/27/14	31	33.2
🍁 PK Fall CPAA-SPAN Math		Above Expectation	10/27/14	1	60
❄️ PK Winter CPAA - SPAN		At Expectation	02/09/15	336	61.9
❄️ PK Winter		At Expectation	02/09/15	715	57.3
Patterns/Functions					
🍁 PK Fall		At Expectation	01/15/15	808	27.8
🍁 PK Fall CPAA - SPAN		At Expectation	11/12/14	379	33.3
🍁 PK Fall MATH		At Expectation	10/27/14	31	24.1
🍁 PK Fall CPAA-SPAN Math		Above Expectation	10/27/14	1	54
❄️ PK Winter CPAA - SPAN		At Expectation	02/09/15	336	56

QUESTIONS?

Jennifer Ruth

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